

Lesson Plan



Hitch cannot find Sparky. Where is he?

CEFR Level First Stories

Text type: modern story

Word count: 95

Lexile measure: 200L

Lesson objectives

Vocabulary focus

Verbs: *hear, wake up*

General: *pony(ies), song*

Aims

- understand conversational phrases
- read/listen and respond to the story
- follow a repeated sequence of events
- recognize key words in context

Resources

Reader

Audio download (UK/US) tracks 1–5

Phrase cards download 1–3

Timing: 20–30 minutes

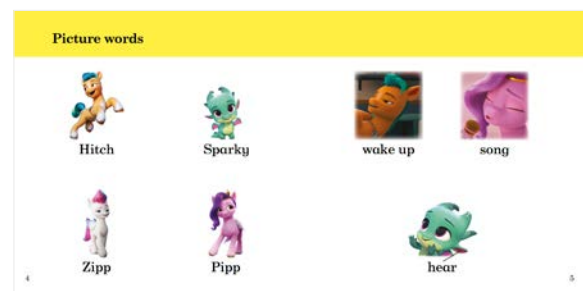
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Pretend to look for a child and ask, in a worried voice: *[Ben], where are you?* Mime looking around, then say, happily: *There you are!* Repeat with another child's name, then encourage the children to join in the game and repeat the phrases. Encourage them to follow your intonation for the question and answer. Read out the title of the Reader, but hide the picture. Ask: *Sparky, where are you?* Gradually reveal the picture of Sparky, then say: *There you are!*



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Ask questions, for example: *Is Sparky a pony? How many ponies can you see? Which one is white/pink?* Go over the other vocabulary items. Mime *wake up, hear, and song* and encourage the children to mime them with you. Check their understanding of the vocabulary.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and check the children's understanding of what is happening in the story. Make sure they understand that Sparky is lost and Hitch is very worried. Encourage them to use the pictures to help retell the events in the story. Give practice with simple questions beginning with *Who?* and *Where?* For example, after reading Reader pages 16–17, ask: *Who can sing a song?* *Where do the ponies go?* *Who finds Sparky?* Make sure the children understand the ending of the story.



After reading

Divide the children into two teams. Display sentences with dialogue from the story, but put them in a different order from how they appear in the story. Ask the children to help you order the dialogue correctly. Award points for correct answers.

Focus on the characters in the story—Sparky, Hitch, Zipp, and Pipp. Encourage the children from one team to ask: *[Pipp], where are you?* The children in the other team can find a page in the story with that character and answer: *There you are!* Award points for correct answers.

Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. Encourage them to mime Hitch looking for and finding Sparky, and Pipp and Sparky singing a song.

Differentiation

Extra support

Before the children do the Reader activities on Reader pages 20–23, display the Phrase cards one by one, but with the words covered. Elicit the phrases and practice saying them. Ask the children to help you order them.

Extension

Fast finishers can work in pairs or small groups, and role play looking for Sparky and finding him. They can repeat this with other characters in the story.